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ABSTRACT

The Administrative Grid and the Organizational Climate Survey (OCS) are evaluated in this report for their usefulness in assessing performance of practicing administrators. The Administrative Grid allows the plotting of scores measuring people and task orientation according to effectiveness (the accomplishment of recognized objectives of cooperative action) and efficency (related to the satisfaction of the individual motives). The OCS was developed to include ten major constructs cited frequently as important leader variables or as contributing factors to effectiveness and efficiency. Two estimates of reliability and four studies of validity, described in the document, lead to the conclusion that the OCS obtains a reasonable level of reliability, although it should be verified using more recent data. The instrument provides a means for departments of education to measure the achievement of alumni serving as administrators as well as to identify candidates for inservice training. Yet to be accomplished is the establishment of predictive validity between leadership style, as measured by the OCS, and student achievement, as measured by independent instruments. Appended are a copy of the OCS, OCS constructs, and a list of studies on leadership styles that have used the OCS. (Author/WD)

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LEADER STYLE ASSESSMENT

A Paper Presented to Missouri Professors
of Education Administration

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EA 013 603

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LEADER STYLE ASSESSMENT

Little doubt exists that public education is under pressure because of rising costs and decreasing student performance. School administrators bear the brunt of much criticism because their duties include providing leadership necessary for achieving education objectives. The leadership function casts the administrator in the role of organizational entrepreneur and supposedly determines the degree of personal and organizational success. Research has yet to determine the amount of organizational variance attributable to the leader, but the current education crisis and the apparent importance of leadership suggests leadership as a topic worthy of study. This report reviews an initial effort to parcel variance in organizational achievement among various factors, which, when complete, would provide some insight into leader strengths and weaknesses.

Organizational success and achievement are attributable to internal and external factors and the interaction of one group of factors upon the other. Statistically speaking, internal and external environmental factors and the interaction effect contribute the variance in measures of performance. Variance not specifically attributable to one factor would be attributable to the other or to the interaction effect.

Leader studies, particularly leader style studies, have focused primarily upon internal environmental factors. Coleman (1979b) suggested that internal environmental factors include such global constructs as the

leader, the people in the organization, the nature of the task to be accomplished, and the interaction effect. These internal factors contribute in combination only a portion of the total variance and should not be confused with external and interaction variance.

Leader style studies appear to have been largely abandoned in recent years, partially, according to Coleman (1979b) because of the rise of "contingency" theory. The possibility exists, of course, that the leader style research did not accomplish expected results. Research with such instruments as the Leader Behavior Description Questionnaire and Organizational Climate Description Questionnaire developed at Ohio State University (Stogdill, 1957) provided interesting data from a large number of studies but led to inconclusive results. The current state of the administrative profession demands more than these instruments could provide, and contingency theory may obfuscate the issue sufficiently to silence critics and to buy additional time.

Coleman (1979b) has taken issue with contingency theory by suggesting a "preferred" leader style may exist but has not been found because of inappropriate theoretical constructs. Coleman stated that the "task-people" first identified by Barnard became maligned by the Ohio State studies an have been insufficiently studied. In order to examine the Barnard notions of effectiveness and efficiency, Coleman has developed the Administrative Grid, Figure 1 and the Organizational Climate Survey (OCS) (Appendix A). The purpose of the survey instrument is to provide data for plotting leader styles on the grid and for analyzing variance attributable to the leader, the subordinates, the task, and the interaction.

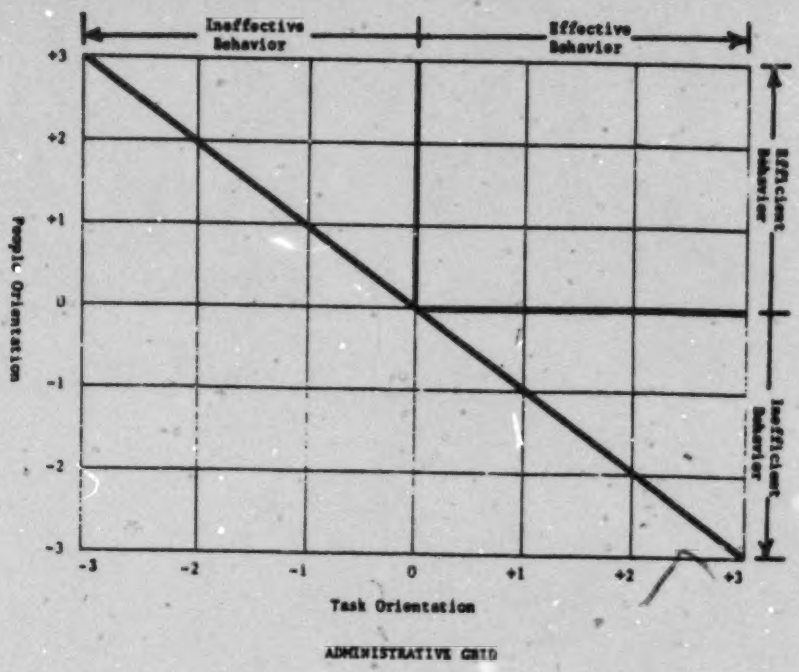

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Figure 1

Administrative Grid

The Administrative Grid is a thirty-six cell matrix designed for plotting scores from normalized orthogonal data. The perimeters or "dimensions" of the grid have been divided into standard deviations so that "z" scores from leader style assessments can be illustrated. The two major scores are those achieved on a leader's "task" and "people" orientations.

The mid-point on each dimension represents the mean score. The preferred scores are those scores which are above average. Therefore, the upper right quadrant is the only position which reflects above average scores on organizational "effectiveness" and "efficiency" and is highlighted by darker lines. Any leader achieving results reflected

in the upper right quadrant is an above average leader on both dimensions.

Organizational Climate Survey

The OCS was originally developed to include ten major constructs cited frequently by contemporary theorists as important leader variables or indentified as contributing to effectiveness and efficiency. Appendix B provides a list of the ten constructs as originally conceived, a working definition of each, the names of the theorist associated with the construct, and sample items designed to measure the construct.

Since the Administrative Grid requires measures on two dimensions, the OCS constructs were designed to support the Barnard definitions of effectiveness and efficiency. Effectiveness according to Barnard "is the accomplishment of recognized objectives of cooperative action" (1939, p.60). Efficiency, on the other hand, "relates to the satisfaction of the individual motives" (1939, p. 60).

Reliability

The reliability of the instrument has been estimated in two ways. The test-retest method was used with eight graduate students five weeks apart and resulted in an estimated instrument reliability using the Spearman-Brown method of .85. The split-half technique also using Spearman-Brown netted the same estimate (Coleman, 1978).

Validity

Validity studies have included content, construct, concurrent, and predictive. A short description follows on each.

Content Validity. The constructs used were selected on the basis of a review of the literature and by matching contemporary micro-theorists to the macro-theory developed by Barnard. After the constructs were defined, items were developed by using a symbolic-logic matrix system developed by Coleman. (1979a) The technique was developed to increase the correlation among construct items and to increase the probability of favorable factor analysis clusterings.

Construct Validity. Since the purpose of an instrument designed through confirmatory factoring procedures is to measure preconceived constructs, the items need to be subjected to factor analysis to assure clustering of like items. From the original pool of eight items for each of the ten constructs, only five items for each construct were selected for inclusion on the current OCS (50) instrument. Items chosen for the final version of the questionnaire were selected on the basis of correlation with the factor. Items were chosen after subjecting them to Varimax rotation. Items with a loading of .50 or better and not loading significantly on two factors simultaneously were included on the final version.

Prior to the final selection of items, the instrument was administered to subordinates of school superintendents, secondary principals, public elementary school principals, and private elementary school principals. Each group of data were subjected to factor analysis independently and then collectively. The results were compared and items selected on the basis of consistency in all four studies (1979c).

The original ten constructs were reduced to eight because three constructs were picked up on the first factor. This factor was renamed--Supervisory Technique.

In order to derive the "task" and "people" orientations, the factors were forced onto a smaller number of factors. Three factors resulted from this "forced" factoring process. The "task" and "people" orientations survived as did a third related to salaries and advancement opportunities.

Scoring of the instrument data is done by using weighted responses derived from the factor analysis. The scoring data was originally obtained from subordinates of the group of administrators studied. Recently, however, professors of education administration at the University of Missouri at St. Louis and Kansas City, Southwest Missouri State, Northwest Missouri State, and Northeast Missouri State Universitites collected data from graduate students serving as subordinates of superintendents and high school and elementary school principals. One hundred fifty sets of responses were selected from each group and were factor analyzed. The data became the "weighted" scores used in the current scoring system.

After factor scores were derived from this representative group, the data were normalized by processing scores for 13 superintendents, 34 high school principals, and 18 elementary school principals serving in Iowa and Missouri. This data bank of normalized scores is currently being used but will be updated annually. This procedure will increase the number of administrators in the data bank annually.

Concurrent Validity. The instrument was developed because an instrument for measuring the Barnard constructs could not be found. Basically, the instrument measures the perceptions of subordinates as to what the leader does to contribute to organization effectiveness and the personal feelings the subordinate has about himself, his chosen career, and the freedom to do work in a manner he thinks best.

The instrument parallels the LBDQ closely both in design and types of questions. Concurrent validity between the LBDQ and OCS was studied by Leonard (1980) using 100 high school teachers. While little in the way of significant relationships was found between subscales, the "task" and "people" orientation scores were significantly correlated.

Predictive Validity. If a model is to be of benefit, the instrument used to plot leader styles must accurately measure what it purports to measure. A leader, for example, whose style is reflected favorably on the grid must be more successful than one scoring elsewhere.

Predictive validity is the final but ultimate measure. Predictive validity uses external reliable and valid measures from which to predict. A production plant may have leaders whose groups produce varying amounts of a product. The better groups ought to have leaders whose styles show up favorably through the OCS and the grid. Likewise, the better leaders on the grid ought to have better organizations. This is predictive validity.

McClinton (1980) using the OCS found no significant correlation between sixteen elementary school principal leader styles and student performance on the Iowa Test of Basic Skills. At present, a study is being developed in an effort to determine if a link can be found between student performance and leader styles in Missouri elementary schools.

Completed Studies

A number of pilot studies have been completed and a number are still in process. A list of studies are included in Appendix C. In each instance, the resulting scores and an accompanying grid are returned to the administrator with a full explanation.

Findings

The studies to date have led to the following conclusions:

1. The OCS has a reasonable level of reliability, although, it should be verified using more recent data. More recent data should provide higher reliability because of item selection.
2. The content validity (face validity) appears reasonable.
3. The construct validity has been good with the exception of the scale --Self Image. This scale may have two constructs within it, although, studies get mixed results.
4. The concurrent validity with the LBDQ and OCS were good. Currently, a study is being designed to compare the OCS people items with the Tennessee Self-Concept scale. This is needed because of the lower correlation of "people" items on the LBDQ and OCS study.
5. The Likert type responses reflecting assessments from "None" to "Always" on a six point scale needs revision. The response categories do not make sense according to the items in a few instances and using the responses as "continuous data" is questionable. A better procedure would be to provide specific answers to each question.
6. Predictive validity between leaders/teachers and leaders/student performance must be ascertained. The predictive validation is absolutely essential.

Current Status

Currently, the OCS and Administrative Grids are being used to collect data about school leaders. Graduates of Northeast Missouri State University and area administrators have the opportunity to obtain a personal assessment on an annual basis. The data are collected by an in-house representative and returned for processing. The data are processed by computer and a printout obtained for each administrator (Figure 3).

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SUPERINTENDENT

EIGHT FACTORS	GROUP AVERAGE	GROUP STD DEV	BASED ON PERSONAL DATA MEAN	RANK	Z-VALUE	P(MORE EXTREME Z-VALUE)
SUPERVISORY TECHNIQUE.....	0.4962	0.3395	1.0061	+	1.5018	0.133
PERSONAL FREEDOM.....	0.1113	0.3002	0.1716	AVG	0.2012	0.841
SALARY AND BENEFITS.....	-0.0637	0.8009	-1.2273	-	-1.4529	0.146
GROUP GOAL ORIENTATION.....	0.1324	0.6384	0.3110	AVG	0.2797	0.780
SELF CONCEPT.....	-0.1716	0.3270	-0.0609	AVG	0.3203	0.749
ADVANCEMENT OPPORTUNITY.....	0.0578	0.4964	0.1717	AVG	0.2295	0.818
SELF IMAGE.....	0.0197	0.2749	0.4441	+	1.5476	0.122
LEADER-MEMBER RELATIONS.....	0.0079	0.4759	0.4828	AVG	0.9976	0.318

THREE DIMENSIONS	GROUP AVERAGE	GROUP STD DEV	BASED ON PERSONAL DATA MEAN	RANK	Z-VALUE	P(MORE EXTREME Z-VALUE)
TASK ORIENTATION.....	0.4820	0.4028	1.2202	+	1.8325	0.067
PEOPLE ORIENTATION.....	0.0275	0.3008	0.3928	+	1.2144	0.225
SALARY & BENEFITS PROGRAM....	-0.0211	0.8153	-1.0666	-	-1.2822	0.200

Figure 3: Computer Print-out for Public School Superintendent

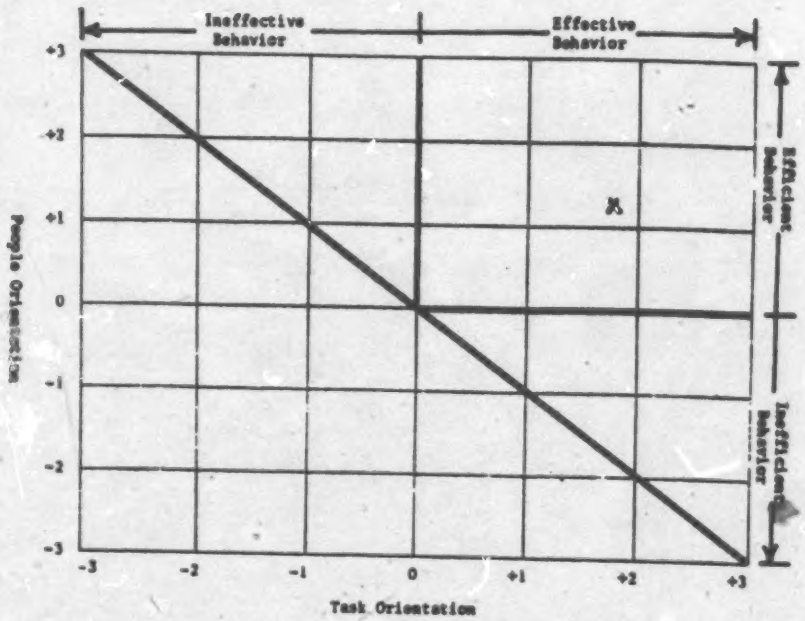

Figure 4: Administrative Grid for the Superintendent Illustrated in Figure 3.

The grid for the particular administrator illustrated in Figure 3 appears in Figure 4. The administrator is 1.8 standard deviations above the mean on the "task" orientation and 1.2 standard deviations above the mean on the "people" orientation (See Z-value column under "Personal Data").

The print-out and grid are sent to the administrator with an explanation of the scores. The explanation sheets also provide suggestions regarding the two or three variables on which the administrator ought to focus to improve his leader style most quickly. The administrator illustrated in Figure 3 needs to concentrate upon Salary and Benefits (-1.4 z score) and Salary and Benefits Program (-1.2 z score). In a discussion of the print-out, the administrator expressed the belief that the two scores rated lowest were legitimate complaints of subordinates.

Figure 5 illustrates the style of 49 elementary principals recently collected. No attempt was made to pinpoint the styles of the leaders but

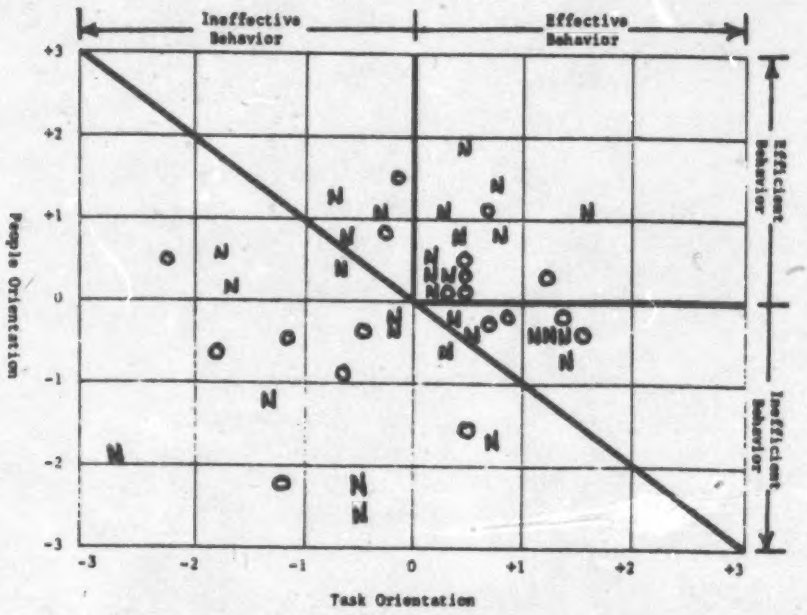

Figure 5: Administrative Grid Illustrating 49 Elementary Principal Leader Styles of NMSU (N) Graduates and Graduates from Other (O) Institutions.

to mark only the appropriate cell. The "N" in a cell represents a graduate (Master's degree) from Northeast Missouri State University (NMSU) and the "O" a graduate from another institution. Of the total principals, 31 graduated from NMSU and 18 from other institutions. Thirty-two percent of the NMSU and thirty-three percent of other graduates are in the upper-right quadrant.

Additionally, 42% of the NMSU and 39% of the "other" graduates were assessed below the mean achievement line (diagonal line). These are the primary target of administrators in need of in-service training. The organizations are not achieving as well as the others.

The process provides the staff with information to be used in product evaluation plus to determine which alumni and area administrators could use additional assistance. An in-service training program has not yet been established as the results are just now coming in.

Summary

The Administrative Grid and Organizational Climate Survey (50) are used to assess performance of practicing administrators. While predictive validity has not been established between the leader style as measured by the OCS and student achievement by independent measures, the OCS does suggest that preferred scores result in a climate favorable to that "preferred" by teachers.

The leader style provides a means by which a department of education administration may measure the achievement of alumni serving as administrators as well as identifying candidates for in-service training. The direction for future development includes establishing predictive validity and improving styles through in-service and pre-service training.

APPENDIX A

Organizational Climate Survey

ORGANIZATIONAL CLIMATE SURVEY

(50)

MANAGER/ADMINISTRATOR PROFILE: AS SEEN BY COLLEAGUES

PURPOSE OF THE QUESTIONNAIRE

Name of manager/administrator _____

The person named above is participating in a special study and has requested that you and several of your colleagues complete the information in this questionnaire.

The data collected will be summarized by a research team and collective results made available for manager/administrator training. YOUR RESPONSES WILL ONLY BE SEEN BY THE RESEARCH TEAM. Please be assured that your anonymity will be protected. The results will be presented only in typewritten form--no one will be able to identify your response.

The research team urges you to be completely honest in your answers. The items contained in the questionnaire do not ask for judgments as to whether the situation is "good" or "bad." You are asked to evaluate the situation as you perceive it. Some questions appear to be similar, but there are no "trick" statements. The purpose is to provide you the opportunity to describe the situation or feeling as you perceive it.

PLEASE--tell it like it is!!

Please return the completed questionnaire in the enclosed envelope to:

_____

_____

_____

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INSTRUCTIONS

On the following pages is a list of 50 statements useful in describing perceptions as they are directed to yourself, the leader or manager named on the front page, the group members whose work this leader supervises, and the organization (agency, company, institution, or school district) in which you are employed.

1. READ each statement carefully.
2. THINK about the statement as it applies to you and your work environment.
3. DECIDE which descriptor from the list at the top of the page best fits into the blank space and describes the situation or feeling that you have toward the statement. (The descriptors are intended only as an aid in selecting a score on a 1 to 6 continuum.)
4. WRITE the number of your answer in the space provided.
5. MARK your answers as shown in the following samples:

(1) Never
(2) Seldom
(3) Infrequently
(4) Occasionally
(5) Often
(6) Always

a. I ___ enjoy going to work 6
b. I ___ seek to improve my image with colleagues 2
c. The organization ___ provides work incentive programs for employees 5

6. NOTE the item (a) has been answered in a way that indicates the person "always" enjoys going to work. A number 6 has been placed in the answer space.

   Item (b) was answered to reflect that the person "seldom" seeks to improve his image with colleagues. A number 2 has been placed in the answer space.

   Item (c) indicates that the person believes the organization "often" provides work incentives for employees. A number 5 has been placed in the answer space.

Note: Each answer space provides an opportunity to evaluate the statement and each space must have an answer to include any portion of the questionnaire.

(1) Never
(2) Seldom
(3) Infrequently
(4) Occasionally
(5) Often
(6) Always

1. I ____ find my work challenging. . . . . ____
2. I am ____ treated as a valuable part of the organization . . . . . ____
3. I am ____ permitted personal freedom on my job . . . . . ____
4. My leader ____ believes in goal accomplishment . . . . . ____
5. The leader ____ displays a cooperative attitude toward subordinates . . . ____
6. Group members ____ strive to accomplish the goals of the organization . . ____
7. The leader is ____ concerned about the training and personal development of subordinates . . . . . ____
8. The leader ____ provides subordinates with specific direction for improving performance . . . . . ____
9. I feel the salary I receive is ____ comparable to what others make in similar organizations . . . . . ____
10. When promotions occur, the organization ____ advances those demonstrating competence . . . . . ____
11. My work ____ challenges my creativeness . . . . . ____
12. I ____ feel that I am accepted as a valuable member of the "organizational team" . . . . . ____
13. I ____ have the freedom to do my work in the manner I think is best . . . ____
14. The behavior of my leader ____ supports goal accomplishment . . . . . ____
15. The leader ____ makes an effort to be fair to subordinates . . . . . ____
16. Group members ____ cooperate in achieving organizational goals . . . . . ____
17. Training and development of subordinates is ____ a priority item with the leader. . . . . ____
18. The leader ____ clearly outlines the procedures necessary for subordinates to improve performance . . . . . ____
19. The fringe benefits I receive are ____ equitable when compared to what others receive in similar organizations . . . . . ____
20. When an opening exists, skill is ____ the major part of the organization's promotional system . . . . . ____
21. My work ____ provides me with a sense of accomplishment . . . . . ____
22. I am ____ respected by co-workers . . . . . ____
23. I am permitted to ____ use a high degree of personal initiative on my job . . . . . ____
24. My leader ____ derives satisfaction from goal accomplishment . . . . . ____
25. The rules and regulations established by the leader are ____ reasonable . ____

(Continue on next page)

26. Group members ____ voluntarily provide information considered valuable in meeting the goals of the organization . . . . . ____

27. The leader ____ conscientiously addresses problems related to the training and personal development of subordinates . . . . . ____

28. The leader ____ suggests personal programs of improvement which lead to increased production . . . . . ____

29. The salary I receive is ____ consistent with what I expected when I entered the career field that I did . . . . . ____

30. Ability to perform on the job ____ provides the major consideration for personal advancement . . . . . ____

31. My career choice ____ makes good use of my ability . . . . . ____

32. I ____ have the respect of subordinates . . . . . ____

33. I ____ have, to a large degree, a free hand in determining my work objectives . . . . . ____

34. Suggestions regarding goal achievement are ____ given full consideration by the leader . . . . . ____

35. Subordinates ____ respect the leader . . . . . ____

36. Group members ____ accept responsibility for achieving the goals of the organization . . . . . ____

37. The leader ____ encourages subordinates to consider additional training ____

38. The leader ____ works closely with subordinates in order to improve performance . . . . . ____

39. The salary and benefit package of this organization ____ keeps pace with its competitors . . . . . ____

40. Opportunity for advancement ____ depends on the ability to demonstrate outstanding proficiency in a position . . . . . ____

41. I ____ feel my work is important . . . . . ____

42. I am ____ viewed as a positive influence in the organization . . . . . ____

43. I am ____ free to control my own behavior at work . . . . . ____

44. The leader ____ strives hard to accomplish organizational objectives . . ____

45. The leader is ____ supported by subordinates. . . . . ____

46. The behavior of group members ____ supports goal accomplishment . . . . ____

47. The leader ____ stresses the continuation for training and personal development of subordinates . . . . . ____

48. Improving subordinate performance is ____ a priority item with the leader . . . . . ____

49. The salary and fringe benefits that I receive ____ keep pace with those of similar organizations in my geographical area . . . . . ____

50. The outstanding people in the organization are ____ the ones promoted . ____

APPENDIX B

OCS Constructs

DIMENSIONS, FACTORS, DEFINITIONS AND SAMPLE ITEMS FROM THE ORGANIZATIONAL CLIMATE SURVEY

I. Task Dimension Factors	Definitions and Sample Items
A. Leader Goal Orientation (LGO)	A scale to measure the degree to which the leader emphasizes goal accomplishment and initiates structure. Halpin. a. The leader strives hard to accomplish organizational objectives. b. The leader derives satisfaction from goal accomplishment.
B. Training and Development (TD)	A scale to measure the leader's concern with the training and development of subordinates. Herzberg. a. The leader encourages subordinates to consider additional training. b. Training and development of subordinates is a priority item with the leader.
C. Leadership (LDR)	A scale to measure the level of satisfaction with leader-subordinate interaction. Halpin. a. The leader displays a cooperative attitude toward subordinates. b. The leader makes an effort to be fair to subordinates.
D. Supervision (SUP)	A scale to measure the leader's supervisory strategies for improving the performance of subordinates. Herzberg. a. The leader provides subordinates with specific direction for improving performance. b. The leader clearly outlines the procedures necessary for subordinates to improve performance.
II. People Dimension Factors	
A. Self-Concept (SC)	A scale to measure personal satisfactions with work and career choice. Super. a. My work challenges my creativeness. b. My work provides me a sense of accomplishment.

	Definitions and Sample Items
B. Self-Image (SI)	A scale to measure the view the respondent has of himself as reflected in the feedback from others. Combs. a. I am respected by co-workers. b. I have the respect of subordinates.
C. Personal Freedom (PF)	A scale to measure the degree of freedom the respondent believes that he has to direct or influence the work situation. Argyris. a. I am permitted to use a high degree of personal initiative on my job. b. I have, to a large degree, a free hand in determining my work objectives.
III. Salary and Benefits Dimension Factors	
A. Salary and Benefits (SB)	A scale to measure the respondent's satisfaction with the salary and benefit package. Herzberg. a. I feel the salary I receive is comparable to what others make in similar organizations. b. The salary I receive is consistent with what I expected when I entered the career field that I did.
B. Group Goal Orientation (GGO)	A scale to measure the degree of mature behavior group members exhibit toward reaching goals. Hersey and Blanchard. a. Group members strive hard to accomplish the goals of the organization. b. Group members cooperate in achieving organizational goals.
C. Advancement Opportunity (AO)	A scale to measure the respondent's assessment of promotion patterns. Herzberg. a. Opportunity for advancement depends on ability to demonstrate outstanding proficiency in a position. b. Only the outstanding people in the organization are promoted.

APPENDIX C

Leader Style Studies Using OCS

Completed Theses

Dollinger, Lester D. Leadership Style of Male and Female Elementary Principals in the States of Iowa and Missouri. Northeast Missouri State University, 1980.

Males scored significantly higher on Leader-member Relations than females.

Graham, Ronald W. A Comparison of Leader Styles of Private Elementary School Principals and Public Elementary School Principals. Northeast Missouri State University, 1979.

Public elementary school principals scored significantly higher on Supervisory Technique, Task Orientation, and Personal Freedom, while the private school principals scored significantly higher on Self-Concept.

Lawrence, John R. A Study of Leader Behavior as Perceived be Secondary Principals and Secondary Teachers. Northeast Missouri State University, 1978.

Secondary principals over-estimated their supervisory ability.

Leonard, Carolyn L. Concurrent Validity of the Leader Behavior Description Questionnaire and the Organizational Climate Survey. Northeast Missouri State University, 1980.

Significant correlation found between LBDQ and OCS "task" and "people" dimensions.

McClinton, Thomas J. Correlation Between Principal Leader Styles and Student Performance. Northeast Missouri State University, 1980.

Significant negative correlation between Advancement Opportunity and student achievement in Language Skills and Work Study Skills.

McCoy, Harold L. A Comparison of the Leader Styles of Superintendents and Secondary Principals. Northeast Missouri State University, 1979.

Superintendents scored significantly higher on Self-Image, Leader-Goal Orientation, Group Goal Orientation, Salary and Benefits, Opportunity for Advancement, Task Orientation than Secondary Principals.

Muir, Larry L. To Determine Whether Leader Style is a Product of Psychographic Differences Among Subordinates. Northeast Missouri State University, 1980.

Secondary principals with high "task"-low "people" styles have significantly more teachers with negative attitudes towards the administration.

Pilcher, Robert L. Leader Styles of Secondary Principals from Northeast Missouri State University and Secondary Principals from Other Institutions. Northeast Missouri State University, 1980.

Graduates of NMSU scored significantly higher on Personal Freedom, Leader Goal Orientation and People Orientation and lower on Salary and Benefits.

Theses In Progress

Aden, Larry. Psychographic Study of Private Elementary School Teachers.

Cary, John. Psychographic Study of Public Elementary School Teachers.

Clem, Ed. Comparison of Elementary and Secondary Principals.

Harrington, Roger. Real and Preferred Responses of Teachers to OCS.

Harris, David. Correlation of Community College Administrator Leader Style and Values.

Holland, Patrick. Comparison of Leader Styles of Superintendents, Secondary Principals, and Public and Private Elementary School Principals.

Huluska, Margaret. Psychographic Study of Subordinates of Superintendents.

Kirkpatrick, J. Robert. Correlation of Elementary Principals and Student Performance.

Lykins, Beulah. Concurrent Validity of OCS "People" Scales and Tennessee Self-Concept Scale.

Spalding, Sarah. Correlation of LBDQ and OCS.

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